



ADMINISTRATIVE PROCEDURES

No. 537.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT PROCEDURES FOR PREREQUISITES, COREQUISITES AND RECOMMENDED PREPARATION

a. INFORMATION IN COLLEGE CATALOG AND SCHEDULES OF CLASSES *Title 5, Section 55202(a)*

- A. The catalog and schedule of classes shall contain the definitions of prerequisites, corequisites, recommended preparation statements and limitations on enrollment.
- B. The provisions of all prerequisites, corequisites, recommended preparation statements and limitations on enrollment which have been established to date will be printed in the catalog and schedule of classes.
- C. The catalog and schedule of classes shall contain the procedures and deadlines for a student to challenge prerequisites, corequisites and limitations on enrollment.

II. PROCEDURES FOR ESTABLISHING PREREQUISITES

A. GUIDELINES FOR CURRICULUM REVIEW

The curriculum review process shall at a minimum be in accordance with II.A.1 and II.A.2.

1. *FACULTY responsibility:*

Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:

- a. Two faculty in the discipline including at least one full-time faculty from the discipline or a closely related discipline; or if the college has no full-time faculty in the discipline, the appropriate Dean of Instruction and the faculty in the discipline or a closely related discipline; or the appropriate Assistant Dean of Instruction and those with expertise in the discipline (in consultation with the Academic Senate) do all the following:
 - (1) Approve the course for recommendation to the Curriculum Committee.
 - (2) As a separate action, approve any prerequisite or corequisite only if the prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review and appropriate scrutiny. (Note: The involvement of the discipline faculty or Dean as noted above, will be documented by having a sign-off on each curriculum proposal.)

- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or blocks of courses so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met.
- (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment in a degree-applicable course in English or mathematics, respectively. Note: If the discipline faculty or Curriculum Committee determine that English or mathematics skills are needed to maintain academic standards, then a prerequisite not lower than English 80 or Mathematics 54 shall be established.

2. *CURRICULUM COMMITTEE responsibility:*

The Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements as specified in II.A.1. FACULTY responsibility.

- a. Approves the course and prerequisite; or
- b. Returns the outline to the discipline faculty for review and revision as required to meet the criteria for establishing the necessary prerequisite and corequisite.

B. SCRUTINY REQUIREMENTS

Title 5, Section 55201(b)(1)

1. LEVELS OF SCRUTINY

- a. Level 1 - CONTENT REVIEW (Title 5, Section 55200(f); 55201(b)(1))

The purpose of content review is to clarify the skills and concepts developed in a course, to identify possible gaps in skill development between a course and its prerequisite, and to assure a smooth transition between the two courses.

The goal of content review is to establish entrance criteria for a course needing a prerequisite and to make a comparison with the exit criteria for the prerequisite course.

b. Level 2 - EQUIVALENT PREREQUISITES AT TRANSFER INSTITUTIONS

For out of discipline transferable courses, an additional requirement to establish a prerequisite or corequisite is to identify an equivalent prerequisite or corequisite at three CSU and/or UC campuses. Documentation would consist of copies of the appropriate catalog listings. This level of scrutiny does not apply to prerequisites or corequisites in English or Mathematics.

c. Level 3 - DATA COLLECTION AND ANALYSIS

For prerequisite or corequisites involving communication or computational skills (English or Mathematics), any non-course/non-assessment prerequisite including recency, GPA, high school courses, etc.

If the Curriculum Committee has determined as provided in II.A.1. that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not

more than two years while research is being conducted and a determination is being made, provided that:

- (1) All other requirements for establishing the prerequisite or corequisite have already been met; and
- (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.
- (3) Prerequisites and corequisites which are exempt from review at the time they are, or were, established as provided in Section 55201(d) are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

2. TYPES OF PREREQUISITES AND THE LEVEL OF SCRUTINY REQUIRED

Prerequisites and corequisites shall meet the requirements of at least one of the following subsections.

Type of Prerequisite

a. SEQUENTIAL COURSES WITHIN AND ACROSS DISCIPLINES

Type of Scrutiny required - Level 1

Such courses may be established as prerequisites or corequisites for courses which are part of a sequence (within the same discipline) or cross discipline lines (such as a course within the health discipline which requires courses in the biology discipline such as anatomy or physiology) provided that, in addition to the content review by faculty in the

discipline or department and by the Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

Process

Faculty shall:

- (1) Develop a list of skills needed to enter each sequential course by reviewing the course objectives within the outline of record, sample syllabi and other relevant instructional materials.
- (2) Determine the expected outcomes of each sequential course.
- (3) Determine that there is a reasonable match between the skills needed to enter the course and the outcome of the prerequisite course.

Type of Prerequisite

- b. OUT OF DISCIPLINE COURSE PREREQUISITE EQUIVALENT TO THOSE AT TRANSFER INSTITUTIONS OTHER THAN ENGLISH OR MATHEMATICS

Type of Scrutiny required - Level 1 and Level 2

Such courses may be established as prerequisites or corequisites for other courses provided that, in addition to obtaining the content review of the faculty in the discipline or department and the Curriculum Committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisites or corequisites. Any combination of University of California campuses and the California State University campuses is acceptable in satisfaction of this requirement. Collection of data for out-of-discipline course prerequisites for English and Mathematics was revised effective March 11, 1998. *Title 5, Section 55201(e)* - see Section II.B.2.c.(2)

Process

Faculty shall:

- (1) Identify a list of comparable courses at, at least, three CSU and/or UC campuses.
- (2) Compare the target courses with the proposed Mendocino College courses: course descriptions, lecture/lab hours/units, course outlines (if available), etc.
- (3) Determine that there is a reasonable match between the prerequisites and the content.

Type of Prerequisite

- c. OUT OF DISCIPLINE COURSE PREREQUISITES IN COMMUNICATION OR IN COMPUTATION SKILLS Title 5, Section 55201 (e) -revised 1998

Type of Scrutiny required - Level 1 and Level 3

Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills, only if, in addition to conducting the content review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

Process

Discipline faculty shall:

- (1) Work in consultation with the appropriate communication or computational faculty to:
 - a. Review student communication and computational work in the discipline for which the prerequisite or corequisite is required.
 - b. Develop a cluster of expected skills in the discipline by reviewing outcomes of communication or computational courses as reflected in the course outline and, samples of satisfactory work in the course.
 - c. Identify the appropriate level of communication or computational course(s) that teach the skills that are prerequisites in the discipline.
- (2) Research is conducted as provided in Section II.D. Data Collection and Analysis Guidelines. The requirement related to collection of data shall not apply when:
 - a. Four-year institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or
 - b. The prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:
 - c. colleges in at least six different districts have previously satisfied the data collection requirements with respect to the same prerequisite or corequisite for the same program; and
 - d. the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such groups of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. (Title 5 , Section 55201(e))

- (3) The prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in II.A.1. FACULTY responsibility and by the Curriculum Committee as provided in II.A.2. CURRICULUM COMMITTEE responsibility and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

Type of Prerequisite

d. ASSESSMENT PROCESS AS PREREQUISITES

Type of Scrutiny required - Level 3

Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated course. If such data are insufficient to establish cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed in Section II.D. of this policy in addition to other requirements by law. Such a prerequisite may be changed to a "recommended preparation" while the problems are being resolved.

Process

Faculty shall:

Identify at least two appropriate assessment measures to be used in the placement recommendation process.

Research shall:

Conduct research according to established data collection and analysis guidelines.

Type of Prerequisite

e. PROGRAM PREREQUISITES

Type of Scrutiny required - Level 1

In order to establish a prerequisite for a program, the proposed prerequisite must be approved as a course prerequisite in at least one course that is required as part of the program.

Process

Faculty shall:

(1) Review required courses in a program.

(2) Identify at least one course in which the proposed prerequisite has been approved.

Type of Prerequisite

f. HEALTH AND SAFETY

Type of Scrutiny required - Level 1

A prerequisite or corequisite may be established provided that, in addition to the content review by faculty in the discipline or department and by the Curriculum Committee as provided above:

Process

Faculty shall:

- (1) Describe the health and safety hazards inherent in the instructional activities and/or the equipment used in the course and to comply with applicable licensing and other regulatory agencies.
- (2) Identify applicable licensing and other regulatory agency requirements.
- (3) Develop prerequisite recommendations concerning (1) and (2) and assure reasonable levels of health and safety for everyone involved.

Type of Prerequisite

g. PREREQUISITES OTHER THAN COURSES (GPA, RECENCY, ETC)

Type of Scrutiny required - Level 1 and Level 3

Other measures of readiness, such as recency may be established as a prerequisite or corequisite only if, in addition to the content review by the faculty in the discipline or department and by the Curriculum Committee as provided above, the following is also done:

Process

Faculty shall:

- (1) Develop a list of specific measures of readiness.
- (2) Where appropriate, identify applicable licensing and regulatory agency standards.

Research shall:

Research shall be conducted according to established data collection and analysis guidelines.

C. ADVISORIES ON RECOMMENDED PREPARATION

Mendocino College may recommend that a student meet a standard of readiness for a course prior to enrollment only if recommended by the faculty in the discipline or department and by the Curriculum Committee as provided in the Curriculum Review Process. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisite recommended or equivalent" or "eligibility for course recommended" or by any other term.

D. DATA COLLECTION AND ANALYSIS GUIDELINES

Title 5, Section 55201(b)(1); 55201(e)

According to Title 5 regulations a course in communication or computational skills may be established as a prerequisite or corequisite for a course in another academic discipline only if, in addition to conducting a content review, empirical data collected according to sound research practices when evaluated provides significant statistical evidence indicating that a student is "highly unlikely to succeed" in a course unless the student has met the proposed prerequisite or corequisite.

1. Research Data Collection Procedures

- a. Before research data collection procedures are implemented, the required content review process concerning the proposed course prerequisite or corequisite must be completed by the appropriate instructor(s). The completed content review documents need to be discussed and approved by the Curriculum Committee.
- b. Matriculation research practices have identified several acceptable options considered appropriate for measurement of "student success" in a course. These include:
 - (1) final grade (grades A-D)
 - (2) midterm grade based on work completed,
 - (3) instructor evaluation ratings of students' level of preparedness or potential for success in the course,
 - (4) student perceptions concerning level of preparedness or potential for success in the course.

At a minimum, statistical analysis of "student success" shall be part of the required research design to evaluate the necessity of the proposed prerequisite or corequisite for each course. The appropriate instructor(s) shall select at least two "student success" outcome measures for data collection purposes.

- c. To implement the research data collection process for a specific course, a written request for data collection must be submitted to the District's designated research officer by the appropriate instructor(s). The request shall include a list of course sections for data collection, and the projected enrollment of these course sections. The "student success" outcome measures that are to be used for data collection purposes must also be indicated on the written request and must be submitted to the institutional researcher prior to the beginning of the term in which the data is to be collected.
- d. For data other than final grade, appropriate data collection forms will be provided to instructors by the institutional researcher.

- e. All data required to determine whether or not each student in the course has met the proposed prerequisite or corequisite requirement will be collected by the institutional researcher. Sound research practices require that instructors have no knowledge concerning which students have met or not met the prerequisite or corequisite requirement.
2. Statistical Analysis Procedures and Standards
- a. The required data collection sample size for statistical analysis to establish a prerequisite or corequisite for a specific course should be approximately 100 students, including approximately 20 students (or 20%) in the data collection research sample who did not meet the prerequisite or corequisite. This sample size guideline means that it may be necessary to collect data from multiple section of the same courses for a period of more than one semester.
 - b. Analysis of data collected through appropriate prerequisite research design procedures should indicate a statistically significant difference between students that have met the prerequisite or corequisite for the course and students that have not met the prerequisite or corequisite with respect to the selected "student success" outcome measures.
 - c. Data will be analyzed using a comparison mix. An appropriate statistical value obtained in such a comparison provides evidence as to whether a systematic relationship exists between variables. By comparing the two groups, students that have met the prerequisite or corequisite and students that have not met the prerequisite or corequisite, this statistical procedure determines whether or not the observed difference between the two groups with respect to the "student success" outcome measure is statistically significant.
 - d. Results should indicate:
 - (1) an overall course success rate (for both measures) of less than 33% for students that have not met the prerequisite or corequisite, and
 - (2) the proportion of students that met the prerequisite or co requisite and were successful in the course compared to students that had not met the prerequisite or corequisite and were successful is greater than a "2-to-1" ratio.
- These two conditions concerning course success rates represent the operational definition or statistical equivalent of the regulation criterion of "highly unlikely to succeed" that is to be used to demonstrate the necessity and appropriateness of a prerequisite or corequisite.
- e. If the data analysis results for both "student success" outcome measures selected indicate a statistically significant difference between students that have met and have not met the proposed prerequisite or corequisite, the necessity and appropriateness of the prerequisite or corequisite will have been demonstrated and

justified. Under these conditions, data analysis results will be presented to the Curriculum Committee by the institutional researcher and the prerequisite shall be established. If observed data analysis for either outcome measure is deficient with respect to statistical significance, the results will be presented to the Curriculum Committee and the prerequisite shall not be established unless a second study establishes statistical significance for the deficient measure.

E. LIMITATIONS ON ENROLLMENT

Title 5, Section 58106

The types of limitations on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years or as part of program review.

1. Course prerequisites shall not limit enrollment registration in the course unless that limitation is specifically authorized by law.
2. Registration opportunities for all courses will be in accordance with Board approved enrollment priorities and are provided to students who meet the prerequisite and corequisite provisions established through the curriculum review and recommendation process.
3. Where demonstrated ability or technical performance to a level of proficiency is used to constitute a limitation on enrollment for performance, honors and blocks of courses or sections, equitable procedures must be applied to all students and hours of experience may not be the sole criteria. Such limitations must be recommended through the curriculum review process, periodically reviewed at least every six years and must also meet these additional criteria.
 - a. Performance courses may use an audition or try-out procedure when public performance or intercollegiate competition is involved provided that:
 - (1) For any certificate or degree requirement which can be met by taking this course, there is another course which satisfies the same requirement, and which does not have an audition or try-out procedure.
 - (2) The course outline of record includes a list of each certificate and degree requirement that the course meets and the other course(s) which meet the same requirement.
 - (3) The periodic review process shall assess if the audition or tryout process had a disproportionate impact on any historically under-represented group, and, if so, a plan must be adopted to remedy the disproportionate impact and the limitation may not be printed in any subsequent college catalog or schedule nor enforced in any subsequent term until such a plan has been implemented.
 - b. Honors courses or sections may limit enrollment provided that:

- (1) There is another section or course at the college which satisfies the same requirements, and which does not have an honors limitation on enrollment.
 - (2) The course outline of record includes a list of each certificate and degree requirement that the course meets and the other courses(s) which meet the same requirement.
- c. Blocks of courses or sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation may be established provided that:
- (1) For any certificate or degree requirement which can be met by taking the courses, there is another course or another section which satisfies the same requirement, and which does not limit enrollment to create a cohort of students.
 - (2) The course outline of record includes a list of each certificate and degree requirement that the course meets and the other course(s) which meet the same requirement if the cohort is created through limiting enrollment in courses rather than sections of courses.

F. ADDITIONAL RULES

Title 5, Section 55202

Additional rules concerning the establishment of prerequisites and corequisites.

1. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
2. The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures.
3. If a prerequisite requires precollegiate skills in reading, written expression or mathematics, Mendocino College shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.
4. Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived for any student for whom space in the corequisite is not available. Counselors will suggest to a student to delay enrollment in a corequisite courses until such time as both courses can be taken.

5. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

G. PERIODIC REVIEW

Title 5, Section 55201(b)(1)

As a regular part of the Periodic Review process or at least every six years, Mendocino College shall review each prerequisite, corequisite, or advisory on recommended preparation to establish that each is still supported by the faculty in the discipline or academic area and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law.

Prerequisites or corequisites established between July 6, 1990, and October 31, 1993, shall be reviewed by July 1, 1996. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

III. IMPLEMENTING PROCEDURES FOR PREREQUISITES

A. ENFORCING PREREQUISITES

1. The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite. However, enrollment may be permitted for students currently enrolled in the prerequisite course pending verification that the student completes the course with a grade of "C" or better. If the verification shows that the student has failed to meet the prerequisite the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise, a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct. [Title 5, Section 55202(g)]
2. Enforcement of prerequisites and corequisites shall be accomplished in a consistent manner throughout the district.
 - a. A student may satisfy a prerequisite or corequisite course through Advanced Placement or Credit-by-Examination procedures, if applicable.
 - b. The seven (7) specific types of prerequisites or corequisites shall be enforced according to the following procedures:

(1) SEQUENTIAL COURSES WITHIN AND ACROSS DISCIPLINES

A student may satisfy a prerequisite or corequisite course by completing the required course with a satisfactory grade or through course equivalency evaluation by the Office of Admissions and Records.

(2) OUT OF DISCIPLINE COURSE PREREQUISITES EQUIVALENT TO THOSE AT TRANSFER INSTITUTIONS

A student may satisfy a prerequisite or corequisite course by completing the required course with a satisfactory grade or through course equivalency evaluation by the Office of Admissions and Records.

(3) OUT OF DISCIPLINE COURSE PREREQUISITE IN COMMUNICATION OR IN COMPUTATIONAL SKILLS

A student may satisfy a prerequisite or corequisite course by completing the required course with a satisfactory grade or through course equivalency evaluation by the Office of Admissions and Records.

(4) ASSESSMENT PROCESS AS PREREQUISITE

A student may satisfy an assessment process prerequisite by achieving at least the minimum examination score in combination with acceptable achievement on other established measures. Any assessment instrument used shall be selected and used in accordance with the provisions of the California Code of Regulations.

(5) PROGRAM PREREQUISITES

A student may satisfy a prerequisite or corequisite course by completing the required course with a satisfactory grade or through course equivalency evaluation by the Office of Admissions and Records.

(6) HEALTH AND SAFETY

Students shall be permitted to enroll pending verification that the prerequisite or corequisite has been met. If the verification shows that the student has failed to meet the prerequisite or corequisite, the student shall be involuntarily dropped from the course.

(7) PREREQUISITES OTHER THAN COURSES

A student may provide evidence that they have met the recency and other measures of readiness required as verified by the Office of Admissions and Records.

3. IMPLEMENTATION AND OPERATIONS

- a. Courses completed at other institutions will be evaluated for equivalency and entered into the student history data base by the Office of Admissions and Records.

- b. The district will implement a computer-assisted procedure to check for prerequisites and/or corequisites at registration. All courses with prerequisites and/or corequisites will be entered into, and maintained in, the data base by the Instruction Office. Prerequisites and corequisites requirements will interface with the student history data base to check for internal and external course completions and assessments.
- c. An automated prerequisite checking program will be used by the District. Full implementation to check and block prerequisites and corequisites is anticipated for the Spring 2001 registration period.
- d. The Pasadena Prerequisite Check program will be used by the district. The program will be made available to the district in late Fall 1997, modified and tested through the Spring and Fall 2000 semesters. Full implementation to check and block prerequisites and corequisites is anticipated for the Spring 2001 registration period.

B. TEACHING TO THE COURSE OUTLINE

Title 5, Section 55201(b)(2)

All instructors shall teach, at a minimum, the material as specified in the course outline of records. Compliance shall be monitored through the Mendocino College Faculty Evaluation process. *(Compliance will require modification of the Faculty Evaluation form.)*

IV. CHALLENGE PROCESS

Title 5, Section 55201(f); [58106(c)]

- A. Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed in Item IV B. The student shall bear the initial burden of showing that grounds exist for the challenge. The student must complete the Prerequisite Challenge form available in the Office of Admissions and Records in Ukiah and at the Lake or Willits Centers. In such instances the student must be prepared to give written evidence of justification why the challenge should be granted. Challenges shall be resolved within five (5) working days and, if the challenge is upheld, the student shall be permitted to enroll in the course. There is no obligation to honor a student's preferences as to time, day, location or instructor for a course.
- B. Grounds for challenge shall include the following:
 - 1. The prerequisite or corequisite has not been established in accordance with the District's process for establishing prerequisites and corequisites.
 - 2. The prerequisite or corequisite is in violation of Title 5, Section 55201, Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation.
 - 3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
 5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.
- C. Prerequisite Challenge forms and supporting documentation are to be filed with the Office of Admissions and Records and forwarded to the Dean of Instruction for resolution. Resolution of challenges shall be made by a committee composed of the Dean of Instruction or designee jointly with either the Director of Admissions or Academic Senate President or designee. Challenges for #4 will be in consultation with the appropriate faculty member, if available.
- D. The College shall resolve the challenge(s) within five (5) working days. Challenges must be filed no later than the first day of instruction.

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